

STEP UP TO IELTS

VANESSA JAKEMAN and CLARE McDOWELL

Teacher's Book

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU, UK
40 West 20th Street, New York, NY 10011–4211, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
Ruiz de Alarcón 13, 28014 Madrid, Spain
Dock House, The Waterfront, Cape Town 8001, South Africa

<http://www.cambridge.org>

© Cambridge University Press 2004

This book is in copyright, which normally means that no reproduction of any part may take place without the written permission of Cambridge University Press.

The copying of certain parts of it by individuals for use in the classroom, however, is permitted without such formality. Pages which are copiable without further permission are identified by a separate copyright notice:

STEP UP TO IELTS – THIS PAGE MAY BE PHOTOCOPIED © Cambridge University Press, 2004

First published 2004

Printed in the United Kingdom at the University Press, Cambridge

Text typeface New Caledonia11/13pt

A catalogue record for this book is available from the British Library

Library of Congress Cataloguing in Publication data

ISBN 0 521 53297 3 Student's Book
ISBN 0 521 53298 1 Student's Book with Answers
ISBN 0 521 53301 5 Teacher's Book
ISBN 0 521 53299 X Personal Study Book
ISBN 0 521 53300 7 Personal Study Book with Answers
ISBN 0 521 53303 1 Set of 2 audio cassettes
ISBN 0 521 54470 X Set of 2 audio CDs
ISBN 0 521 53302 3 Self-study pack

Cover design by Tim Elcock

Produced by Kamae Design, Oxford

Contents

	<i>page</i>
<i>Introduction</i>	4
<i>Map of the Student's Book</i>	6
<i>Lesson notes:</i>	
UNIT 1 <i>Take a break</i>	8
UNIT 2 <i>What's on the menu?</i>	12
UNIT 3 <i>On the road</i>	15
UNIT 4 <i>All at sea</i>	19
UNIT 5 <i>Come rain or shine</i>	22
UNIT 6 <i>Value for money</i>	26
UNIT 7 <i>Ignorance is bliss</i>	30
UNIT 8 <i>Fit as a fiddle</i>	33
UNIT 9 <i>The driving force</i>	37
UNIT 10 <i>The silver screen</i>	41
UNIT 11 <i>The written word</i>	44
UNIT 12 <i>Down to Earth</i>	48
UNIT 13 <i>Safe as houses</i>	52
UNIT 14 <i>On the face of it</i>	56
UNIT 15 <i>As far as I can see</i>	59
UNIT 16 <i>Mother tongue</i>	63
<i>Progress Test 1</i>	66
<i>Progress Test 2</i>	69
<i>Progress Test 3</i>	71
<i>Progress Test 4</i>	74
<i>Progress Tests: Recording scripts</i>	77
<i>Progress Tests: Answer key</i>	79

UNIT 1 Take a break

Unit topic Hobbies and leisure

EXAM SKILLS		EXAM TASKS
SPEAKING	Introductions	Part 1 Topic and question types
	Talking about your hobbies and interests	
LISTENING	Working out the topic	Short-answer questions
WRITING	Introduction and tone	General Training letter
	Salutations and endings of letters	Writing an introductory paragraph
	Opening and closing letters	
READING	Introduction to skimming and scanning	
STEP UP ACTIVITY	Speaking	Part 1
LANGUAGE/GRAMMAR	<i>go</i> and <i>play</i>	IELTS TEST PRACTICE General Training Reading Section 1 <ul style="list-style-type: none"> Short-answer questions Matching information to paragraphs
	adverbs and expressions of frequency	
	<i>-ing</i> and <i>-ed</i> adjectives	
	<i>really, so, very</i>	
	<i>do</i> and <i>don't</i>	

SPEAKING

Part 1: Introductions SB page 6

Aim: To allow students to get to know one another within a framework which reflects Part 1 of the interview, where they will be asked to talk about themselves and their interests.

Talking about your hobbies and interests

2–3 This is intended to get the students involved in talking about hobbies and sports that they enjoy and focus on the most common verbs, *go* and *play*.

Remind students that *play* is used for games that involve team players or opponents; *go* is used for more individual activities that often take place away from home, i.e. you need to 'go' somewhere to do them.

ANSWERS

- | | |
|--------------------------|------------------------|
| a (go) skiing | e (go) swimming |
| b (go) shopping | f (play) cards |
| c (go) hiking | g (go) (rock) climbing |
| d (play) football/soccer | h (go) (horse) riding |

4

ANSWERS

Often there are no players and sometimes no movement is required. The emphasis is on the craft or skill. The activities are:
 i cooking j singing k reading l sewing
 m using the computer n drawing

5 This exercise also revises the use of common adverbs and expressions of frequency used with the present simple. Explain the word order rule, i.e. that the adverb comes between the subject and the verb, and after the negative with *don't*, e.g. *I usually play football on Saturday / I don't usually play ...*, whereas time phrases must come at the end or beginning of the sentence, depending on the emphasis required. The unmarked form would have the phrase at the end, e.g. *I visit my aunt once a month / from time to time.*

POSSIBLE ANSWERS

I never go hiking, but I sometimes play football.
 I really enjoy playing football.
 I like playing cards. In fact, I usually play with friends every Friday evening.

LANGUAGE CHECK

-ing and *-ed* adjectives SB page 7

Aim: To help students sort out the common confusion between *-ed* and *-ing* adjectives. If they are asked about their interests, they should be able to answer correctly *I am interested in ...*

1-2

ANSWERS

- 1 a amazed b tiring
 2 exhausting / exhausted boring / bored
 relaxing / relaxed satisfying / satisfied
 interesting / interested irritating / irritated
 fascinating / fascinated revolting / revolted
- a Professor Johnson is an interesting lecturer.
 b This food is revolting.
 c I'm fascinated by dinosaurs.
 d I need a break. I'm exhausted.
 e I'm afraid I'm not satisfied with this new phone.
 f It's satisfying when you manage to find all the answers.
 g Right now I'm watching TV. It's relaxing.

LISTENING

Working out the topic SB page 8

Aim: To help students to orientate themselves to the topic or context of any test recording as quickly as possible, so that they are able to make sense of a dialogue or monologue. This is most effectively achieved by homing in on key vocabulary items and by using any visual clues to try to predict what they may hear.

- 1-3 This is an opportunity to revise some vocabulary and get orientated for the listening activity.

ANSWERS

- 1 a photography b American football
 c running d painting e surfing f chess
 g table tennis h gardening

- 4-5 The skill being practised here is listening for the words which relate to the activity, but you can remind students that on the recording they will never hear an actual word from the list a-j.

The listening activity has been divided into three parts so that you can fully exploit the dialogues. However, with a higher-level class, or if time is limited, you may like to do exercises 4 and 5 together.

- 6 Exercise 6 is on feelings, and follows on from the Language check on SB page 7, to reinforce the work done on *-ed* and *-ing*.

ANSWERS

4-6

		conversation	clues	adjectives
a	Stamp collecting			
b	Running	6	marathon, distance, 26 miles	tired
c	Chess	2	the moves, keep his mind active	never bored
d	Tennis	1	court, opponent, match, sets	exhausted
e	Football			
f	Water polo	3	good swimmer, goal keeper	tough, exhausting
g	Gardening	5	grow, pots and window boxes, green fingers	satisfying
h	Fishing	4	river, catch anything	relaxing
i	Surfing			
j	Reading	7	novel, book	exciting

RECORDING SCRIPT cd 1 track 2

Conversation 1

Man: You look exhausted.

Woman: Yes, I've just come off the court.

Man: Did you win?

Woman: Yes ... finally ... but my opponent was very strong. The match went to three sets.

Man: Well done!

Conversation 2

Woman: When did you learn to play?

Man: When I was a child. My grandfather taught me the moves when I was only six years old. I never get bored – every game's a new challenge.

Woman: Really?

Man: Yes, we used to play every Sunday afternoon. He loved it.

Woman: It must have helped to keep his mind active.

Conversation 3

Woman 1: It looks like a really tough sport. I don't know how you do it.

Woman 2: Oh, I love it. But you've got to be a good swimmer.

Woman 1: I wouldn't want to be the goal keeper!

Woman 2: Yes, that's hard. We usually put our very best player in goal.

Woman 1: It looks exhausting!

Conversation 4

Woman: Don't you ever get bored?

Man: No, never. I just love sitting here by the river, doing nothing. It's so relaxing.

Woman: Do you ever catch anything?

Man: No, not often. But that doesn't matter.

Woman: It's not for me, I'm afraid. I need something a bit more interesting!

Conversation 5

Woman: People often think it's a hobby for old people. But I love it. It's very satisfying seeing things grow.

Man: Yes, but we live in an apartment.

Woman: You can grow things in pots and window boxes, you know. You don't need a lot of space.

Man: Perhaps I should give it a try.

Woman: Yes, you might find you have green fingers after all!

Unit 1 Take a break

Conversation 6

Woman: Would you like to join us for dinner on Saturday?

Man: Thanks, but I can't. I need to be ready for the marathon on Sunday.

Woman: Oh, OK. What distance do you have to cover?

Man: 26 miles, so I'll need to be in bed early.

Woman: 26 miles! That makes me feel tired just thinking about it!

Conversation 7

Woman: Are you enjoying the latest Harry Potter novel?

Man: Oh, it's great! It's really exciting. I can't put it down.

Woman: I thought the film was better, myself.

Man: I haven't seen the film yet.

Woman: Actually, I usually find I prefer the book to the film, but not this time.

- 7 If time allows, get the students to work out what kind of word they should listen for before they listen to the man talking about his hobby, e.g. **a** a noun, **b** a noun, **c** an age, etc.

Questions a–e in exercise 7 are short-answer questions. This is an IELTS question type, and, unlike the previous exercise, where students are presented with a list of possibilities, here they have to write the *exact* words they hear. Remind them that they should not write more than *three* words for any answer.

ANSWERS

- a collecting model cars OR painting OR drawing
b (microlight) flying / flying small/light (aero)planes
c 14 d (the) excitement e a bird



Correct spelling is important in short-answer questions, but candidates will not be tested on very difficult words. American spelling is acceptable in IELTS, e.g. color. Contracted forms, e.g. doesn't, are considered as two words. Numbers can be written numerically or in full; both are correct.

RECORDING SCRIPT CD 1 track 3

Interviewer: Good morning! Today on *Hobby Horse* we'll be hearing about some unusual hobbies. Maybe you had a hobby when you were a child, such as collecting model cars, or painting or drawing. But not many of us continue with these hobbies into our adult life. John Shipley is an exception, however. He's on the line to tell us about his rather unusual hobby that has taken him to high places.

John Shipley: Hello.

Interviewer: Tell us, when did you first become interested in planes?

John Shipley: When I was about seven years old. I've always loved the idea of flying.

Interviewer: And what kind of planes do you fly?

John Shipley: Very light planes, called microlights.

Interviewer: What age must you be before you can take up flying a microlight?

John Shipley: You must be at least 14 to have lessons. You do this with an instructor but you can't 'go solo' – that's flying on your own, until you are 15.

Interviewer: What is it that you like so much about this leisure activity? It sounds like it could be quite dangerous.

John Shipley: Oh ... lots of things. The sense of freedom – being able to get away from everything, but I think, most of all, it's the excitement.

Interviewer: Yes, it must be fantastic being up in the air like that.

John Shipley: It's like being a bird. There's nothing else like it!



IELTS SPEAKING

Part 1 SB page 9

Aim: To take students through the different stages of Part 1 of the Speaking test through practice in answering simple questions about themselves.

It may be useful to teach students to respond in the same tense as the question, but remind them that it is the auxiliary verb that will determine the tense, e.g. **do you ... / did you ... / have you ... / are you ...?** And encourage them to give an additional piece of information from their own experience.

Step 1

This introduces students to the technique of recycling the language in the question when answering simple questions. This is the first time in this course that students are asked to give feedback to each other about their mistakes. Helpful criticism can sometimes be a useful device.

Step 2

Remind students that examiners may ask questions in the negative, e.g. *What don't you enjoy about your job?*

Step 3

Encourage students to be prepared for quite sudden switches of topic in Part 1 of the test. Point out that this can be helpful if they have little to say on a topic. Also, it enables them to demonstrate the range of vocabulary and structures that they know.

During the pair work, students should use the six prompts covering the two topics. Make sure they include an expression introducing a 'topic change' during their pair work, e.g. *Let's talk about ...*, *Let's move on to ...*

Step 4



Finally, let students listen to the Speaking test model, Part 1 (CD 1 track 4). This is recorded by one of the authors and a native speaker to illustrate the format and content of Part 1. For the recording script please go to www.cambridge.org/elt/stepup

READING

Introduction to skimming and scanning SB page 10

Aim: To introduce the students to the very useful skills of skimming and scanning through visual prompts and short texts. More specific work is done on this in Unit 2.

ANSWERS

- 1 scan: a, b, d
skim: c, e
- 2 a To inform readers about a new book.
To advertise the sale of some cheap socks.
To advertise an art auction.
b Magazine or newspaper readers, students
Newspaper reader, general public.
Art dealers, newspaper readers
c Saturn / spacecraft / prepare yourself / book
Sale / \$ / City Superstore / the general layout
Modern and contemporary / Auction / On
View / the general layout
- 3 a Cassini b July 2004 c \$4.99 (for two pairs)
d Monday 2 December

WRITING

General Training Task 1: Introduction and tone

SB page 11

Aim: To introduce the students to General Training Writing Task 1, where the answer is always in the form of a letter.

As an introduction, ask students to think of some reasons why they might need to write a letter in real life and to list the types of letter under the headings formal and informal. For example:

Formal

Applying for a job
Asking permission to do something
Complaining about something
Communicating with a language school
Asking for payment
Expressing thanks or an apology

Informal

Thanking a friend for a present or for something they have done for you.
Describing an event
Writing to a family member about arrangements for returning home
Writing to someone who you miss



Using the right tone and level of formality is an important feature of the letter for marking purposes.

ANSWERS

- 1 b ✗ To ask formal permission
c ✓ To thank someone for something
d ✗ To provide information
e ✓ To give an official apology
f ✗ To make an official complaint
- 2 Possible answers
a Dear (Rosemary); Lots of love

- b Dear Dr/ Professor ...; Yours sincerely
c Dear (Mr and) Mrs / Dear Rosemary; Kind regards / Best wishes
d Dear Sir; Yours faithfully
e Dear Mr/Mrs ...; Kind regards / Best wishes
f Dear Sir/Sirs; Yours faithfully

3 a v b i c ii d iv e iii

4 i 10 ii 4 iii 8 iv 11 v 5, 9, 10

IELTS TEST PRACTICE

General Training Reading Section 1 SB pages 12–13

ANSWERS

- 1 aerobics 2 twice a week
3 Olympic coaches 4 (on) public holidays
5 Any level / beginners to advanced
6 School programmes
7 at/from the centre / at/from The Edge
8 E 9 D 10 F 11 C 12 A 13 B

Extra practice: Guess the game

This will help build vocabulary for talking about sports.

- Tell students you are going to describe a popular game. Before they listen, they should look at these words. Can they guess what game it is? Put the words on the board and ask students to write them down.

indoor guards goal net ball score attackers
court spectators

- Ask students which words relate to:
a people b equipment
c the rules d the place where the game is played
- Read this description:

This is an indoor game, played with a ball roughly the size of a football, and the idea is to score as many goals as possible. At each end of the court there is a ring mounted high above the players with a net attached to the ring. There are five players in each team. Two players act as guards, two as attackers and one in the centre. You can't run with the ball – you have to bounce it while you run. It's pretty fast and exciting to watch.

- Tell students to tick off the words as they hear them.
- Ask which sport you were describing. (Basketball.) What were the key words that helped them decide?
- Ask students to play the game in pairs or groups.

This is good practice for Part 2 of the Speaking test, in which candidates have to give a short talk.

UNIT 2 What's on the menu?

Unit topic Food and drink

EXAM SKILLS		EXAM TASKS
READING	Skimming and scanning short extracts	
SPEAKING	Expressing likes and dislikes Using intonation, word stress and facial expression Giving a full answer	Part 1 Topic and question types
LISTENING	Working out the situation	Short-answer questions
STEP UP ACTIVITY	Reading	Short-answer questions Multiple matching
LANGUAGE/GRAMMAR	<i>too + for/to</i> <i>so/such ... that</i> <i>I was going to ..., but I ended up ... instead</i>	IELTS TEST PRACTICE Academic Reading Section 1 ▶ Sentence completion ▶ Multiple choice ▶ Short-answer questions

Step up to IELTS READING

Short-answer questions and multiple matching

SB pages 14–15

Aim: To show how scanning and skimming skills can be used to quickly find words and phrases in the Reading passages and to understand the gist of short texts or paragraphs. The text here is a General Training type of text.

IELTS info IELTS candidates find it very difficult to answer all the Reading questions in the time allowed. They underestimate the value of good skimming and scanning skills. Both Academic and General Training candidates need to practise the materials in this Step-up section.

To get going

1–4 These exercises are intended to demonstrate to students how skimming and scanning will help them read long texts more quickly, by reducing the dependence on reading every word. Show that it isn't necessary to understand every word in a paragraph or short text in order to understand its overall content.

If students are still vocalising as they read, suggest that they scan the classroom for objects, or scan a page of text for the word *the*. On every occasion, time them so they are encouraged to speed up.

ANSWERS

2 a Norway/Australia b Queen Elizabeth II
c bees d McDonald's e apple, lemon

Short-answer questions

Focus on the reading skills in this section, though it is also important to ensure that students answer in three words or less and copy their answers correctly.

Step 1

This shows students the types of words/numbers that they can scan for and helps them understand how to 'read' a question and decide quickly what type of information they need.

Step 2

ANSWERS

1 1902 2 45 kilograms 3 white 4 frostbite
5 fibre, vitamins, minerals

Multiple matching

As students have already spent some time working on these texts, they should find the task easy and this will reassure them as they move on to harder exercises in the coming units.

IELTS info Sometimes TWO answers are required for one mark. Tell students to check carefully when they are asked for more than one answer so that they complete their answer sheets correctly.

ANSWERS

6 C 7 B 8 G 9 F 10 E 11 A
12 A + H 13 D + F 14 E + G

SPEAKING

Expressing likes and dislikes SB pages 16–17

Aim: To familiarise students with one of the key functions they will need in the Speaking test. As Parts 1 and 2 require candidates to talk about personal/familiar topics, it is very likely that they will be asked to express feelings of like and dislike.

1 The first activity is here to encourage students from cultures where eye contact is considered impolite to look at the examiner and to use facial expression as an aid to communication.

Using intonation and word stress

2–4 These exercises raise awareness of features of pronunciation and encourage students to use them as an aid to communication. The answers are underlined in the recording script.



To score above Band 4 for pronunciation, candidates must speak clearly and avoid mumbling or producing groups of words that are not clearly distinguishable.

RECORDING SCRIPT CD1 tracks 5, 6, 7

Exercise 2

Speaker 1: I don't like vegetables and I really hate cabbage.

Speaker 2: I'm afraid I can't stand cream or anything that's made with it.

Speaker 3: Don't you think cold coffee's really horrible?

Exercise 3

Speaker 1: I love eating vegetables, especially cabbage.

Speaker 2: I really like cream and anything that's made with it.

Speaker 3: I adore iced coffee – it's delicious.

Exercise 4

Speaker 1: I'm afraid I just don't eat meat.

Speaker 2: I just don't eat cheese at all.

Speaker 3: I can't stand the smell of fish.

Speaker 1: I just love the taste of ice cream.

Speaker 2: I hate what toffee does to my teeth.

Speaker 3: I just really like sweet things.

Giving a full answer

5–7 These aim to help students develop strategies, vocabulary and structures that will enable them to expand their answers. Start by doing the word categorisation exercise to develop vocabulary.



To score above Band 4 for vocabulary, IELTS candidates need to show that they can talk about themselves using a variety of words related to the topic, even though these words may not be precise and may be limited in range.

5 *taste/flavour:* bitter, bland, fatty, fizzy, greasy, hot, juicy, salty, sour, spicy, sweet
texture: chewy, creamy, crunchy, fatty, juicy, stodgy, tough
smell/aroma: bitter, sickly, sweet
the effect food has on us: fattening, filling, refreshing

6 a fattening b greasy c refreshing
 d spicy/hot e filling f fizzy g bitter h salty

LISTENING

Working out the situation SB page 18

Aim: In Unit 1, students used vocabulary clues to decide on the *topic* of a conversation. In this unit, they practise listening for the *context* of the conversation.



In the IELTS Listening test, candidates only hear the recording once. The topic and the situation will be given to them very briefly at the start of the recording but they will not generally receive a lot of information about this on the question paper. They need to listen carefully at the start of the test and to use the reading time (usually 30–45 seconds) to build up their understanding of the situation and the type of information they will be listening for.

1 This warm-up can be used for Speaking Part 1 practice. Students should try to give more than one- or two-word answers.



2

ANSWERS

		conversation	clues
a	Take-away restaurant	4	menu / 15-minute wait / come back / collect
b	Own kitchen	7	bought / go and get / guests / finish this dessert
c	Friend's house	3	curry / recipe / her kitchen
d	Outdoor barbecue	5	sausages / steaks / kebabs / 12 people / fire / cook
e	College canteen	2	queue / tray / their table
f	Plane	6	wrapped in plastic / travelling
g	Restaurant	1	order / chefs

RECORDING SCRIPT CD1 track 8

Conversation 1

Waitress: Are you ready to order, sir?

Customer: Yes. I'd like the steak, but can I have salad instead of chips?

Waitress: Of course. Anything to drink?

Customer: Just water, please.

Waitress: Fine. It'll be about fifteen minutes, I'm afraid. One of our chefs is off sick.

Customer: Oh, don't worry.

Conversation 2

Student 1: I'm starving. I think I'll get in the queue for the hot food today.

Student 2: I'll just have a sandwich. I'll be cooking tonight.

Student 1: Here's a tray.

Student 2: Thanks. Shall we go and sit with Bob and Tina at their table?

Student 1: OK. It's pretty busy in here today.

Conversation 3

Man: Mmm. This curry's delicious, isn't it?

Woman: Yes, and the onion dish really adds to the flavour.

Man: Let's ask Mary for the recipe when she comes out of her kitchen.

Woman: Good idea!

Conversation 4

Customer: Have you got a menu?

Waiter: Yes, here you are. Sweet and sour pork is off.

Customer: OK. We'll have fried prawns, beef in chilli sauce and steamed rice.

Waiter: There's a 15-minute wait.

Customer: OK. We'll come back later to collect it.

Conversation 5

Man: Now, I've got sausages, steaks and kebabs ... anything else?

Woman: That's it. Do you think it's enough for 12 people?

Man: Oh sure. There's plenty of salad to go with it.

Woman: Is the fire hot enough yet?

Man: I think so. What shall we cook first?

Conversation 6

Child: I don't feel very hungry at the moment.

Parent: Never mind. Eat what you can.

Child: It would taste much better if it wasn't wrapped in plastic.

Parent: Just pretend you're at home.

Child: I wish I was. I hate travelling.

Conversation 7

Husband: Now where did I put the lemons that I bought yesterday?

Wife: Here they are, Nick.

Husband: Thanks. Oh dear, they aren't very juicy.

Wife: Do you want me to go and get some more?

Husband: Yes, please. Our guests will be here in half an hour and I need to finish this dessert.

- 3 These context-related questions are typical IELTS-type short-answer questions. In the test a word like *sashimi* would be spelt out as many candidates would not have seen it before.

ANSWERS

- a last night / the previous night/evening
b aunt and cousin c a Japanese restaurant
d chicken e sashimi f tea

RECORDING SCRIPT CD1 track 9

Woman: ... I went out for dinner last night. 'Cos my aunt and my cousin had come to see me for the evening so I decided to take them out. I was going to take them to my favourite Italian café ... yes, the Napoli ... but it was fully booked so we ended up eating at the new Japanese restaurant near the city centre ... Yes, that's the one! It was really nice inside and they had several set menus at a variety of prices. ... Yes, well the one we chose was very good value for money. ... Well, my aunt ordered soup ... and Martin, my cousin, had chicken. Yes ... and I chose the sashimi – you know, raw fish. I'd never eaten that before but I quite liked it. It has a very delicate flavour. My cousin had beer but my aunt and I had tea.

- 4–6 These exercises focus on the past simple and the use of the past continuous to talk about a plan that changed.

ANSWERS

- 4 a The simple past tense, because the event took place 'last night'.
b The Italian café.
c The past continuous tense is used because the speaker is describing a plan that had to be changed.
d The simple past.
5 I was going to take them to my favorite Italian café ... yes, the Napoli ... but it was fully booked so we ended up eating at the new Japanese restaurant.
6 Possible answer
I was going to study Biology but I ended up studying French instead.

IELTS TEST PRACTICE

Academic Reading Section 1 SB pages 19–21

ANSWERS

- 1 chemistry
2 any two of: flavours / ingredients / processing methods
3 any two of: flavours / ingredients / processing methods
4 B 5 D 6 B 7 C 8 A
9 cheese, coffee, tea 10 smell / aroma(s)
11 quality control (purposes)
12 (an) electronic tongue 13 vanilla extract

UNIT 3 On the road

Unit topic Travel and places

EXAM SKILLS

LISTENING

Understanding description

READING

Getting the gist

WRITING

Describing a process or diagram

STEP UP ACTIVITIES

Listening Section 1

Reading

LANGUAGE/GRAMMAR

Forming the passive

Use of the passive

EXAM TASKS

Section 1 form filling

Summary completion (without a bank of answers)

Academic Writing Task 1 Basic work on paragraphs

Form filling

Summary completion

IELTS TEST PRACTICE

Listening Section 1

▶ Table completion

▶ Note completion

LISTENING

Understanding description SB page 22

Aim: This unit introduces students to the notion of listening for detail through a range of activities that involve the understanding of physical description.

1 This is intended to get the students involved in the topic of travel using a typical Speaking Part 1 activity.

Exploring the idea that 'Travel broadens the mind' will help them to start thinking critically about the topic.

2–5 Exercises 2–5 will reinforce this language and prepare students for the six short dialogues which follow. Eliciting stories of lost luggage may help develop the topic.

ANSWERS

- 2 a handle b name tag c strap d wheels
 3 Suitcase: b, g, i, j, k, l bag: f, h
 rucksack: c, e briefcase: d case: a
 4 a It's a small plastic case with a handle and a shoulder strap. b It's a suitcase made of fabric with a zip. c It's a small rucksack with a pocket on the front. d It's a thin plastic briefcase. e It's a rucksack with a pocket on the side and a sleeping bag on top. f It's a canvas bag with a zip fastening, a shoulder strap, and a name tag. g It's a set of three suitcases. h It's a bag with a zip, handles on top and a pocket with a buckle on the side. i It's an old suitcase with a name tag and lots of stickers. j It's a suitcase with two straps. k It's a plastic suitcase on wheels. l It's a suitcase on wheels and it has a strap with a big buckle.

- 6 The listening extract is similar to that in Unit 1 on hobbies, where key vocabulary is the target. This time they are listening for details such as words defining size, or expressions like *with a front pocket* or *with the stickers on it*.

ANSWERS

conversation	bag	key words
1	e	yellow, pocket, sleeping bag
2	g	coming together, small one, other two
3	d	green briefcase
4	f	black, not brown
5	i	dirty old suitcase, stickers
6	j	large, red suitcase, yellow straps



Factual detail of this nature is often tested in the early Listening sections. In addition, candidates may have to describe something in Part 2 of the Speaking test. They need as much practice as they can get in doing this with a range of objects.

RECORDING SCRIPT CD1 track 10

Conversation 1

Woman: What kind of bag have you got?

Man: It's a rucksack.

Woman: Is it that small, pink rucksack over there?

Man: No, mine's yellow with a front pocket. And it should have my sleeping bag tied on to the top. I hope they haven't lost it. Oh good! There it is!

Conversation 2

Child: Mum! Mum! I can see our cases coming now.

Mother: Can you? Where are they?

Child: Over there! Look! They're all coming through together.

Mother: You get the small one and I'll grab the other two.

Unit 3 On the road

Conversation 3

Woman: I can't believe it takes this long to get the bags off the plane.

Man: Just be patient, dear. They'll arrive in a minute. Ah!

There's my green briefcase.

Woman: But ... no sign of my bags.

Man: No. Isn't that your brown suitcase coming through now?

Woman: No. I can't see it anywhere.

Conversation 4

Father: There's your bag, Chris. Can you grab it?

Boy: No, Dad. That's not our bag. Ours is black, not brown. And it's bigger than that.

Father: Oh, you're right. They all look so similar, don't they?

Boy: Ah, I can see it. It's coming now.

Conversation 5

Man 1: Oh, at last! They've started loading the bags from our flight. Here they come.

Man 2: Look at that dirty, old suitcase with all the stickers on it! That person has done some travelling.

Man 1: Yeah! That's my bag actually.

Man 2: Oh, really?

Conversation 6

Woman: Excuse me – would you mind grabbing my suitcase for me?

Man: Sure – what does it look like?

Woman: It's that one there – the large, red suitcase with the two yellow straps round the outside.

Man: There you are!

Woman: Thanks so much.

Man: Not a problem.

Step
up to

IELTS LISTENING

Section 1 SB page 23

Aim: To guide the students through a complete Listening Section 1 by showing them how to approach the tasks and anticipate the language. The vocabulary in this example has been covered in the first part of the unit so make sure you have allocated enough time to that.



Point out that Section 1 is always a dialogue, based on a social or transactional situation. Form completion is a common question type in Section 1, where numbers and dates are often tested. Students need to know how to recognise and write the letters of the alphabet, including the convention of saying 'double L' or 'double O'.

Step 1

Get the students to work out before they listen, what kind of words are being tested.



Step 2



Listening sections of the IELTS test are often divided into two parts, with the same or a different question type being used in each. After the first part, candidates are given some time to read the next set of questions before the recording continues.

Step 3

Noting the layout/direction of the questions on the form may avoid confusion while listening.

Step 4

If you think your students need it, play the whole recording again. While not part of the live IELTS test, listening for a second time can be a useful way of building confidence and overcoming listening test 'stage-fright'.

ANSWERS

- 1 International (Hotel) 2 0793 665 091
- 3 QF2 4 London / UK 5 31(st) (of) July
- 6 small 7 handle on top 8 brown 9 leather
- 10 with wheels / on wheels



It is important for candidates to know how to write dates using a consistent spelling convention of English. If students make an error, e.g. 22th or 29nd November, they will lose marks. Cardinal numbers in dates, however, will be marked as correct, e.g. 22 May.

RECORDING SCRIPT CD1 tracks 11 & 12

Questions 1–5

Man: Yes, can I help you?

Woman: Two of my bags seem to be missing.

Man: Where were you coming from, madam?

Woman: From London via Bangkok.

Man: OK – I'll have to get you to fill out this form.

Woman: I'm sorry. I don't have my glasses with me. Would you mind reading it to me?

Man: Right. Can I have your name please, madam?

Woman: Greenleaf – Mrs Mary Greenleaf – that's G-R-E-E-N-L-E-A-F.

Man: Address?

Woman: Here, or in the UK? We live in Manchester.

Man: Here in Sydney. Where are you staying?

Woman: We're staying at the International Hotel.

Man: And the phone number there?

Woman: I'll give you my husband's mobile number. It's 0793 ...

Man: 0793 ...

Woman: 665 091.

Man: 655 091.

Woman: No – 665 091.

Man: Right. And which flight were you on?

Woman: Flight QF2.

Man: That's the flight from Bangkok, isn't it?

Woman: Well, we stopped briefly in Bangkok, but the bags were loaded in the UK. We've come through from London.

Man: And what date did you board the flight?

Woman: We left London yesterday – that was the 31st of July.

Man: OK ... departed 31st July. Two bags, you said?

Woman: Yes, that's right.

Questions 6–10

Man: Now – what sort of bags are we looking for?

Woman: Well – there's one that has all my make-up in it and ...

Man: Can you give me a thorough description of it, madam?

Woman: Yes, it's a small, square case, made of blue plastic.

Man: And does it have your name on it anywhere?

Woman: Not anywhere visible. I think my name is written inside.

Man: Right ... and does it have a handle of any sort?

Woman: Yes, it's got a handle on top.

Man: That's useful; it'll help us find it. ... OK. And the other one?

Woman: Well – that's a suitcase. It's a medium sized, brown, leather suitcase.

- Man: Brown leather, you said?
 Woman: Yes.
 Man: Does it have a strap round it or anything?
 Woman: No ... but it's got its own wheels.
 Man: Suitcase ... with wheels.
 Woman: You know, his has never happened to me before. I hope they turn up.
 Man: Oh, they always turn up, madam. Chances are they'll be on the next flight in from Bangkok.

READING

Getting the gist SB page 24

Aim: To present the students with a complete text and introduce them to the skill of reading for gist. The skills studied here build on those covered in the first two units where skimming and scanning were the main focus.

To get going

- 1 Make sure students know the English pronunciation and spelling of the regions in question. (See answer box.)

First reading

- 2 This is a useful approach to develop for the test and for real-life reading. If students have trouble with question d, direct them to the last line of paragraph 5.

Second reading

- 3 Point out that students are still just scanning for words such as *car*, *ferry*, *on foot* etc. and should not dwell on every sentence. If the class has difficulty doing this, give them the first two words and direct them to paragraph 2.

ANSWERS

- 1 The Mekong flows through China, Myanmar (Burma), Thailand, Laos, Cambodia and Vietnam.
- 2a In a magazine or newspaper or travel magazine.
 b To encourage people to visit the area.
 To entertain.
 c Tourists or travellers.
 d He likes it very much. (A model town ... the perfect market ... in this amazing land)
- 3 car, ferry, walking, bicycle, speedboat

Step up to IELTS READING

Summary completion SB page 25

Aim: To introduce the students to summary completion, without a bank of possible answers, where the answers are drawn from the text.



Sometimes a summary is based on only part of a Reading passage, but this task exploits the whole Mekong text. This text is approximately two thirds the length of a real IELTS Reading passage and the ideas being tested are evenly spaced throughout the text across all the paragraphs.

Step 1

It may be useful to point out that summary completion is similar to sentence completion, the main difference being that the ideas are linked to create a whole text.

Step 2

If time allows, students could report back on their questions before they go on to Step 3.

Step 3

Make sure students use the *exact* words found in the original text. Point out the need to copy and spell words correctly.

ANSWERS

- 1 6/six
- 2 Ho Chi Minh
- 3 car
- 4 on foot
- 5 teachers/schools
- 6 schoolchildren/schoolgirls/students
- 7 Sam Mountain
- 8 spectacular
- 9 speed

Extra activity: The definite article

The Mekong text provides several useful examples of how the definite article is used with geographic features. Ask students to find them:

the Mekong / the South China Sea / the Tibetan Himalayas / the Cambodian border / the Great Khmer Empire / the Sam Mountain

Ask students to think of other examples from round the world, e.g. the River Thames, the Great Wall of China, the Great Barrier Reef. Remind them that the definite article is not normally used with the names of countries or towns. (Exceptions here are countries which involve a plural noun, e.g. the United States, the Netherlands. Refer students to a good grammar such as *English Grammar in Use* (Cambridge University Press) for details.)

WRITING

Academic Writing Task 1: Describing a process or diagram SB page 26

Aim: To introduce students to Academic Writing Task 1 (where the task is based on a diagram) through a paragraph approach, based on a gapped answer. The passive, useful for explaining a process in the exam, is also a focus.



Academic Writing Task 1 may be based on a diagram illustrating a process or technique. While this question format is less common than the graph or pie chart, students should be prepared for it as there is no choice of question in the IELTS Writing test.

1–2 Point out that four pictures will not necessarily translate into four paragraphs.

Before students write their opening paragraph you may find it useful to do a quick revision of the passive, using the Grammar box.



While candidates can borrow some of the vocabulary, they should not copy word for word from the annotations or the question itself, as marks will be deducted.

SAMPLE ANSWER

The diagram illustrates how an electronic tracking device can be fitted to someone's clothing or hidden in a bag, in order to allow that person to be tracked and located. There are three basic stages to the process. (38 words)

3 In case of confusion, point out that, in this task, they may need to write more than three words, because this is not an IELTS Reading or Listening task.

ANSWERS

- 1 bag or on the person's clothing
- 2 is monitored
- 3 is sent / is transmitted
- 4 a transmission tower
- 5 re-transmitted
- 6 mobile phone
- 7 a computer / an internet website
- 8 street
- 9 map / screen

Sample paragraph 4

A device of this nature could be very effective as a means of tracking and locating someone such as a school child.

IELTS TEST PRACTICE

Listening Section 1 SB page 27

ANSWERS

- 1 \$14
- 2 (has) swimming pool
- 3 (scuba) diving
- 4 \$30
- 5 (own) bathroom
- 6 fishing
- 7 Shute Harbour
- 8 Golden Sands
- 9 \$4 an hour / \$4 per hour / \$4/hour
- 10 soap and toothpaste

RECORDING SCRIPT CD1 track 13

Questions 1–6

Woman: Good morning, East Coast Backpackers.
 Traveller: Oh, hi. I'd like some information, please.
 Woman: Yes, sure.
 Traveller: How much does it cost to stay at your hostel?
 Woman: Well – if you stay in the bunkhouse, it's \$5.90 a night – that's sharing with five other people.
 Traveller: Right – do you have anything else? We didn't really want to share with that many people.

Woman: Sure! We've got cabins for \$11 a night or, if you want air conditioning, then they're \$14.
 Traveller: So ... the cabins with air conditioning are \$14?
 Woman: Correct.
 Traveller: OK. Are you right on the beach?
 Woman: It's a five-minute walk to the beach, and we also have a swimming pool.
 Traveller: What about diving? Can you do any scuba diving?
 Woman: Sure. And we offer a special package for diving.
 Traveller: Great. I'll get back to you.
 Man: Hello, Emu Park Hostel.
 Traveller: Oh, hi. I'm just inquiring about the cost of staying at your hostel.
 Man: Well ... we've got a number of levels of accommodation. If you share with up to five others, it'll cost you \$5 a night or \$30 a week.
 Traveller: Do you have any individual rooms?
 Man: Yeah, we do. We've got rooms overlooking the beach ... with their own bathroom.
 Traveller: How much are the rooms with the bathroom?
 Man: \$30 a night, but we're booked out for the rest of the month.
 Traveller: Oh, I see. And is it possible to scuba dive? I mean, are there any diving facilities?
 Man: Not here, I'm afraid. But it's great for fishing.
 Traveller: OK. Not too keen on fishing, thanks. I might leave it, then.

Questions 7–10

Woman: Hello, East Coast Backpackers.
 Traveller: Oh, hi. It's Sabine Thoma here again. I called you earlier.
 Woman: Oh, yes. I remember.
 Traveller: I'd like to make a reservation, if that's possible, for the bunkhouse.
 Woman: Fine. What dates were you looking at?
 Traveller: Well ... from today, if possible for about a week.
 Woman: Oh! OK ... well you're in luck because some people have just left this morning.
 Traveller: Can you give me the exact address, please?
 Woman: OK, well, it's the Backpackers' Hostel, Shute Harbour Road – that's S-H-U-T-E and another word, 'harbour', which is spelt H-A-R-B-O-U-R.
 Traveller: Shute Harbour Road, ... OK, got it. And how do we get there from the town? We'll be arriving by coach.
 Woman: Well, you'll need to take a local bus. Catch the number 25 to the beach. It will have the words 'Golden Sands' on the front of the bus.
 Traveller: Right – let me just write that down ... Golden Sands.
 Woman: Just ask for the Backpackers' Hostel. But it's only two kilometres from the centre of town, so you could walk it.
 Traveller: I think we'll get the bus. Oh, and one last thing. Do you have access to the internet?
 Woman: Yes. We've got a little internet café here, with five computers. So you can send and receive emails.
 Traveller: And how much does it cost to use the computers?
 Woman: That'll cost you \$4 an hour. And we serve great coffee too!
 Traveller: So ... is there a little shop where we can buy things?
 Woman: Yes, we sell a few essential things, you know, soap and toothpaste, that sort of thing.
 Traveller: Thanks. That sounds perfect. We'll see you this evening.
 Woman: Right, Sabine, we'll see you then.

Step
up to**IELTS READING****Sentence completion** SB page 30

Aims: To introduce the sentence completion task and suggest how to approach this type of question. To exploit the text further, looking at main ideas and paragraph headings. To illustrate the use of paraphrase in IELTS questions.

Sentence completion is similar to summary completion, without the textual coherence of the summary. Each sentence can be rephrased as a conventional question, to be answered in three words.

Step 1

Point out how the words of similar meaning have been underlined in the first paragraph and in question 1. 'The first sign of civilisation' has been expressed in the question as a 'welcome sight'. Remind students that their answers must always be words that are found in the passage.

Step 2**ANSWER**

2 ships and cargoes

Discuss the irony of this statement, i.e. the fact that commerce and trade was actually more important than saving lives and was the driving force behind the building of lighthouses.

This illustrates neatly the need to read and understand the text in order to answer this type of question correctly. If students simply guess at the answer, they might be tempted to write 'to protect people' or 'to protect sailors'. Both these answers would be wrong.

Step 3**ANSWERS**

- 3 satellite navigation technology
- 4 Spain
- 5 Christopher Columbus' uncle / Antonio Columbus
- 6 a sandy seabed / sand
- 7 computerised (marine) charts



An IELTS Academic Reading passage would normally have between 13 and 14 questions, though not of one single question type. Another set of questions might be based on paragraph headings, which is a common question type.

Extra activity

Students should read the text again and make a note of the main idea of each paragraph. Get the students to write their paragraph headings not in order of sequence, on a piece of paper, and ask their partners to match the headings to the paragraphs.

Suggest they think of an appropriate title or heading for this article, based on what they feel to be the essence of the text.

POSSIBLE ANSWERS

- 1 Lighthouses create a link with the past
- 2 Lighthouses protect the interests of shipping companies
- 3 The evolution of the lighthouse
- 4 Early history of lighthouses
- 5 The influence of Italian lighthouses
- 6 The challenge of building on sand
- 7 The role of technology

Title: A brief history of lighthouses / Lighthouses through the ages

LANGUAGE CHECK**Making comparisons** SB page 31

Aim: To revise comparative structures, which are used in all IELTS modules, particularly Writing Task 1 and Speaking.

1–2

ANSWERS

- 1 Paragraph A: more varied, the highest, the deepest, the biggest
Paragraph B: rarer, saltier
Paragraph C: the biggest, the smallest, bigger
- 2 a the most significant d the spiciest
b more convenient; less personal e better; better
c quicker

While, whereas, on the other hand

3–4 This is a brief overview of how ideas can be linked using these discourse markers. They are useful for making comparisons and a very valuable resource when answering IELTS Writing Task 1 or 2.

ANSWERS

- 4 a Whereas e On the other hand
b On the other hand f Whereas
c While g whereas
d whereas h While

WRITING**Academic Writing Task 1: Analysing charts** SB page 32

Aim: To introduce students to the important skill of analysing different types of charts and identifying significant features.

- 1–2 In real-life reading, e.g. when reading a newspaper, we often come to a graph or table with some background interest in the subject. In the IELTS test, candidates need to read the graphs with a degree of interest in order to make sense of the data and be able to describe it.

ANSWERS

- 1 a for washing clothes b for their gardens
- 2 a A pie chart is an analogue chart. The segments are percentages of the whole, i.e. together they represent 100%. In a bar chart, the values are given along one axis, and each bar represents what is being compared or measured along the other axis. They do not necessarily add up to 100%.
- b Both charts describe water usage but in different situations. B is a subsidiary of A.
- c The different ways in which water is used in households/homes.
- d A, because it includes the information in B.
- e The fact that irrigation uses the most water and the disproportionate amount of household water used in gardens and swimming pools. (Other answers are possible.)

- 3 After the students have completed the paragraphs, draw their attention to the use of the linking words *while* and *whereas* in the paragraphs.

ANSWERS

- a water usage/consumption
b household water usage/consumption
c higher/larger d irrigation e industry

4

SAMPLE ANSWER

From Chart B we can see that by far the largest proportion of domestic water, well over 50% in fact, goes into gardens and swimming pools. Drinking and cooking account for a smaller volume of water consumption than personal hygiene and clothes washing, which together make up about 25%. A very small percentage of water is used for other purposes which are not identified in the chart. When read together, the two charts provide a useful overview of water use in Australia.

Describing diagrams and pictures

Aim: To prepare students to describe information contained in a diagram, using a skeleton paragraph.

- 5–6 Discuss what is meant by the term *cross-section*. Make sure the students can understand the meaning of the words labelling the diagram. The idea here is to show students how to describe the features of the diagram without copying the labels word for word, but including all the information.

ANSWERS

- 5 The diagram is a cross section of the sea shore, showing the different zones made by high and low tides.
- 6 a cross section / profile b low and high
c intertidal zone d under water / submerged
e sand dunes

IELTS TEST PRACTICE**Academic Writing Task 1** SB page 33**SAMPLE ANSWER**

(First paragraph explains what the diagrams show and describes the first diagram).

The two diagrams illustrate the shape and formation of the land under the sea. The first profile provides a cross section of the coast of a continent beneath the surface of the sea, and illustrates that the continental shelf goes to a depth of approximately 200 metres below sea level. The land then drops abruptly to the bottom of the ocean, which is known as the sea floor.

(Second paragraph describes second diagram).

The second diagram focuses on the depth of the ocean and the amount of light that penetrates to the bottom. Sea level is shown as 0 m and the first 200 m below the surface is referred to as the sunlight zone. This is where the continental shelf ends. Below this is the twilight zone, which descends for 800 m. The water temperature shown is approximately 5 °C in this zone. The area between 1000 m and 4000 m is known as the dark zone, with a water temperature of 1–2 °C. Almost no light can penetrate this far down.

(160 words)

Progress Test 1

Now would be a good point to give your students Progress Test 1 on pages 66–68.